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ABSTRACT

Current academic policy and practice for supplemental income are analyzed in this speech. It is concluded that the traditional missions of an academic institution (e.g., teaching, scholarship and creative work, and public service) are lacking today. It is felt that commitment to income-producing sources may lead to unconscious compromise of intellectual impartiality. The following recommendations are made: (1) establishment of full-time faculty appointments that carry salaries competitive with those equivalent professionals outside the university; (2) teaching (and student-related services), research and public service assignments would be varied according to individual interests, talents and institutional needs; and (3) intellectual property rights would be assigned to the university, as would consulting fees or other professional earnings. (SPG)

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INTEGRATING ETHICAL AND ECONOMIC INTERESTS

SUGGESTED POLICY AND PRACTICE FOR THE POST - INDUSTRIAL SOCIETY

By

Robert H. Linnell

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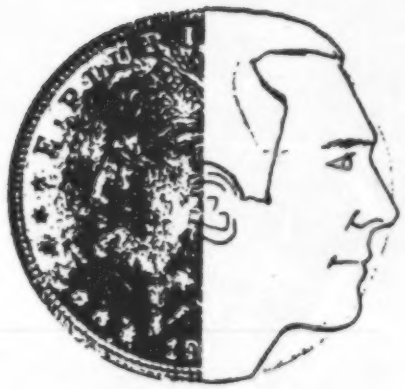

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Academic appointments provide three outstanding privileges:

1. The opportunity for employment security through tenure
2. Forums for the free expression of a diversity of ideas and
3. Time made available for scholarship, creative teaching and public service by modest formal teaching assignments, long vacation periods from the classroom and periodic sabbatical leaves.

Since society is the ultimate source of these privileges, what does it expect of the academic community in return and how does the public evaluate the results and set its priorities for the future allocation of resources to academe?

Undoubtedly, the single most important reason for public support of higher education is to educate our youth. Here it would seem clear that the public expects a knowledgeable faculty who are interested in students and able to communicate effectively with them. This goal may now be broadening, or could be broadened, from simply youth to students of all ages --- the emerging lifelong learning society. Certainly the public is also willing to provide adequate physical facilities (classroooms, laboratories, libraries, performing and visual arts facilities, etc.) and an administrative organizational structure to ensure a smooth running operation, but the primary demand is for effective teaching.

Scholarly and creative work and public service are the two other major functions for which the public is providing resources to academic institutions. Basic

research, conducted by the universities and their graduates working for government and industry, has brought us an unparalleled standard of living and increased longevity to enjoy it. In our complex society the university scholar is increasingly called upon to serve the public interest as an unbiased source of expert advice to government and industry.

During the recent growth period of higher education in the United States, particularly the decade of the 1960s large increases in resources were provided with few questions asked. That is no longer true. The degree of commitment to education and teaching, especially of the major (and expensive) research oriented universities, is being seriously questioned. The relevance of university research to the many problems of a high technology society, such as pollution, natural resource depletion, et al., is in doubt. There is not a little suspicion that the academy, with its narrow disciplines, may be remote from and uninterested in the realities of a multi-disciplinary society. The additional summer salary available to a university scholar from a funded project seems at times to be more important than extending the frontiers of human knowledge. And most sadly of all, there has been some loss of the integrity of academe (a sellout of academic freedom for financial gain) as the expertise of academics has become increasingly valuable to government and industry on a service-for-fee basis. At the time of the famous Santa Barbara oil spill few academic experts could be found to guide the development of objective public policy since most had some personal financial relationship with the oil industry. Similar connections exist with the food industry, the pharmaceutical industry and probably quite generally throughout our society.

I should like now to present a simplified analysis which might be used as a basis for review of current academic policy and practice for supplemental income and

for development of new policy and practice. I start with the premise that the traditional missions of an academic institution (e.g., teaching, scholarship and creative work and public service) are more urgently needed by society today than ever before in history. Further, I shall strongly argue that the three pillars of academic personnel policy, namely, (1) employment security (tenure), (2) freedom of thought and expression and (3) free time through modest or light formal teaching requirements, are essential for the academy to successfully meet the needs of society.

Our current failure, then, is inadequacy of policy and practice or lack of enforcement of adequate policy when it exists. We have confused the role of the fee-for-service professional (who has no tenure, academic freedom nor compensated free time) with that of the academic professional. We have confused the role of the factory worker, who is paid by the hour to produce (and quite properly should receive overtime wages for additional time and production) or of the commissioned sales person (who may receive little or no basic salary and relies on commissions or sales to earn a good living), with that of the academician. Even at institutions with heavy teaching loads, the professoriate has teaching commitments for no more than two-thirds of a normal work year, and the norm is a good deal less than that* Since the mission of the university is to provide creative thinking and public service in addition to teaching, the total time for which faculty is paid includes the "free" time for which a consultant is not fee-paid nor an hourly worker compensated. The professor does not punch a time-clock, nor can he properly sell time which already belongs to the university ---perhaps 40% or more of the time

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*Assuming a 30-week academic year, 12 hours teaching with two hours preparation for each hour in class, we have 36 hours for 30 weeks or 1080 hours per year. For the typical worker, we assume a 48 week work year of 40 hours or 1920 hours. Thus the academic work year is 56.2% (1080) / (1920) x 100). At research universities the teaching load would be less.

not spent in class or preparing for it. "Overload" is therefore a fallacious concept, inconsistent with the basic idea of a university.

By design, academics have been afforded the privilege of self-determination in use of their compensated time --- a privilege rarely available to other employees. This choice is assumed to be one which will ultimately benefit society. Unfortunately, the bias introduced by the availability of income producing commitments, as opposed to relevant but unpaid ones, leads to use of faculty time for what pays and not necessarily for that which is of highest academic priority.

Commitment to income-producing sources may lead to unconscious compromise of intellectual impartiality. Studies of cognitive dissonance indicate that the greater the extent to which one's economic security depends on an activity, the more favorably that activity will be regarded. Reasonably, then, we conclude that engaging in a supplemental income activity will generally bias the individual's attitude toward that activity and/or source of supplemental income. This is another type of loss of academic freedom.

The late Dr. Robert M. Hutchins, in his inaugural address as President of the University of Chicago (1929), stated: ..."As salaries are increased beyond the existing maximum at this university, we can and should demand that the faculty become full-time men. (sic) Not that I would even wish to remove scholars from relations with the outside world. On the contrary, I hope we can encourage those relations. A scholar should do whatever develops him as a scholar. But I submit that the only way to determine whether he does outside work for its own sake or for the money that is in it is to have the money turned over to the university."

Dr. Hutchins' proposal was adopted by the University of Chicago and was operational there until the early 1950s. Today many medical schools follow much the same procedure.

I propose that we establish full-time faculty appointments, similar to those which Hutchins initiated at Chicago. These appointments would carry salaries competitive with those of equivalent professionals outside the university and would be for the calendar year with perhaps a one-month vacation. Teaching (and student-related services), research and public service assignments would be varied according to individual interests, talents and institutional needs. Intellectual property rights would be assigned to the university, as would consulting fees or other professional earnings. Grants and contracts, either from government or private sources, would be administered much more simply than at present by charging a percentage of annual effort. Decisions on how to spend one's time could be made within the context of individual academic interests and institutional needs, free of external economic pressures. Professional judgments on controversial issues could be made with both academic freedom and economic security. Critics may argue that without dollar incentives most people will simply not perform. However, the pages of history are filled with people who were motivated primarily by non-economic incentives. Certainly many, if not most, academics believe in values which place secondary emphasis on material rewards. Other critics will point out that the university cannot afford to increase salaries by the 20 or 30 percent that would probably be required to implement this proposal. I would point out that a significant number of faculty already are on 12-month or fiscal year contracts (between 20-25% in a group of large state universities) and many more on nine-month appointments are paid additional salary for summer teaching and/or from research grants or contracts. If the current external

professional income (consulting, teaching, royalties, etc.) and internal overloads (continuing education teaching, summer teaching and research, administrative supplements, etc.) were all pooled and added to base salaries, it might well cost institutions very little or no more to pay annual academic salaries averaging as much (or more) than those earned by equivalent professionals outside the university. Obviously there are some practical problems in developing evaluation and merit award systems which will provide fairness and incentives for high-quality academic performance. However these problems should be no more difficult than those faced under the current system.

Because this proposal would represent a major change for many academic units, I suggest that it be initiated as an experiment with a limited number of appointments, with careful monitoring to determine the optimum policies. Great care should be taken to appoint exceptionally talented people, both in research and teaching. Some appointments could be made in areas with considerable outside agencies' funding and others should be made to adult education programs --- all of these appointments should be on tenure track. To protect the economic security of those not tenured, some property rights should remain with the individual to be turned over to the institution at the time of tenure.

This proposed experiment may take many years. Eventually, perhaps all tenure-track faculty would become full-time under the conditions outlined above. Then all other faculty would be part-time, with adjunct, clinical and other appropriate titles, in non-tenure positions. Many other experiments can and should be tried. Some ideas for policy innovation are as follows:

1. Lecture Fees. Institutions could announce a policy that lecture fees (above expenses) paid to visiting faculty on full salary at another

institution will be paid to a specified account (e.g., departmental travel, student scholarship, equipment, etc.) at the visiting professor's institution.

2. Textbook Royalties. Every institution could establish a scholarship fund and request that textbook royalties from faculty-authored texts used at that institution be donated to this scholarship fund.

3. Consulting Bureau. The institution (or a school or department) could establish a consulting bureau to provide university expertise to government and industry with income to the university. Income could be used for university purposes in accord with policy developed by participating faculty (e.g., research support, salaries, travel, scholarships, etc.).

4. Educational Materials. Technical and secretarial support would be provided to academic professionals for development of educational materials, with property rights assigned to the university. Funds generated would be used to pay for the support and any excess could be used for converting academic to annual salary and for developing additional educational materials.

5. Continuing Education. Specialized professional continuing education programs would be developed, and the fees derived would be paid back to the participating faculty department to be used for special purposes (e.g., travel, research assistants, books, etc.).

These are only a few of the many suggestions that could be made. It may come as a surprise to many to learn that I have gotten these ideas only from existing programs --- none are original with me. Doubtless there are many other such ideas already being tried. I'd like to hear about them. I urge you all to be open-minded and seek additional innovations of this type --- to try them and let us all know what you are doing and details about successes and failures.

RHL:lc

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